



## Whittaker Elementary

790 Whittaker Parkway  
Orangeburg, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	572 Students	
<b>Principal</b>	Dr. Bettie W. Hicks	803-534-6559
<b>Superintendent</b>	Mr. Melvin Smoak	803-534-5454
<b>Board Chair</b>	Mr. Julius Page	803-534-5454

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Average	At-Risk
2007	Average	At-Risk
2006	Below Average	At-Risk
2005	Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

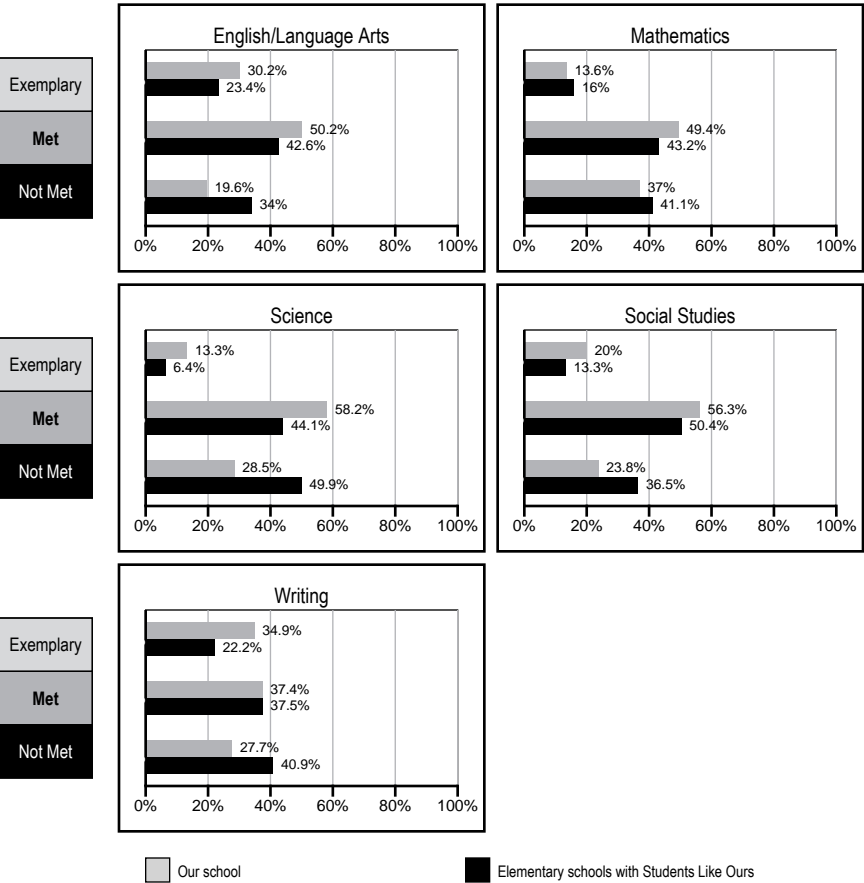
98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	3	90	65	24

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=572)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.1%	Up from 3.0%	2.5%	1.9%
Attendance rate	96.7%	Down from 97.5%	96.1%	96.3%
Eligible for gifted and talented	3.3%	Up from 2.7%	3.9%	10.0%
With disabilities other than speech	8.6%	Up from 4.7%	7.8%	7.7%
Older than usual for grade	0.2%	Down from 1.2%	1.0%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=36)</b>				
Teachers with advanced degrees	91.7%	Up from 83.7%	57.1%	59.4%
Continuing contract teachers	88.9%	Up from 88.4%	73.1%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.7%	Down from 87.2%	82.9%	85.9%
Teacher attendance rate	95.2%	No Change	95.2%	95.1%
Average teacher salary*	\$49,310	Up 2.8%	\$45,725	\$47,149
Professional development days/teacher	16.1 days	Up from 12.6 days	11.0 days	11.1 days
<b>School</b>				
Principal's years at school	13.0	Up from 11.0	3.0	4.0
Student-teacher ratio in core subjects	14.6 to 1	Down from 19.1 to 1	17.1 to 1	18.8 to 1
Prime instructional time	91.0%	Down from 91.5%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Good	Excellent
Dollars spent per pupil**	\$8,017	Up 4.3%	\$8,554	\$7,458
Percent of expenditures for instruction**	70.4%	Down from 72.6%	68.5%	68.8%
Percent of expenditures for teacher salaries**	65.4%	Up from 51.1%	62.0%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

Whittaker Elementary School is a Title I School with approximately 87 percent of our students receiving free or reduced-price lunch. Our mission is to provide a challenging and stimulating curriculum in a safe and nurturing environment that prepares all students to function successfully in a diverse society. Recently, using the school renewal process, stakeholders worked together to develop the following nine (9) performance goals to accomplish this mission: the percentage of students who score Basic and above on English Language Arts, mathematics, science, and social studies will increase annually; school climate will be maintained satisfactorily; 100 percent technology integration by all faculty and staff; participation by parents in school activities/events; all administrators, teachers and paraprofessionals will maintain a highly qualified status; and Arts Education programs and experiences will increase.

On the 2008 SDE's Report Card, our Absolute Rating of Average was maintained. Students' overall performance in ELA was better than in math; therefore, our major focus for the 2009-2010 school year will be to continue to improve and enhance our students' applications of mathematical skills and concepts. Also, our school did not meet the requirements for Adequate Yearly Progress this year, which is the first time since its inception by the US Department of Education. We have made improvements, however, in the use of integrating technology throughout the school, with the assistance of a technology instructional facilitator. We are, also, constantly enhancing our Character Education Program and focusing on career awareness for our students. We have two teachers who are National Board Certified.

During the 2008/2009 school year, we continued the use of Positive Behavior Intervention Strategies through the School Improvement Grant offered by the State Department of Education, which we received during the 2006/2007 school year. We are also a Red Carpet School as awarded by the State Department of Education.

Finally, as we continue to strive to increase student achievement, the involvement of our parents in their child(ren)'s education continues to be a major concern. We are constantly implementing activities and strategies to motivate parents to become more actively involved. We believe that until this becomes a reality, the future of our students is at-risk. Parent involvement and community participation are keys to our students' success. We welcome your input.

Bettie W. Hicks, Ed. D., Principal  
Hercules Mack, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	63	48
Percent satisfied with learning environment	100.0%	90.5%	91.5%
Percent satisfied with social and physical environment	94.7%	91.8%	95.7%
Percent satisfied with school-home relations	94.4%	79.4%	91.1%

\* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	NO
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This school met 16 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	NI
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	4.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.0%	0.0%	No
Student attendance rate	96.7%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	255	99.2	19.5	50	30.5	89.8	75.6	82.8	Yes	Yes
<b>Gender</b>										
Male	143	98.6	26.4	41.9	31.8	88.4	70.3	79.3	N/A	N/A
Female	112	100	11.2	59.8	29	91.6	81.1	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	9	I/S	I/S	I/S	I/S	I/S	82.8	89.5	I/S	I/S
African American	243	99.2	19.2	50.4	30.4	89.7	74.9	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	92.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	54.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	45	97.8	32.5	55	12.5	75	52.3	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	66.7	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	221	99.1	21.7	49.8	28.6	89.2	73	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	255	99.2	36.9	49.6	13.6	76.7	66.3	78.9	Yes	Yes
<b>Gender</b>										
Male	143	98.6	34.9	51.2	14	79.1	62.5	77	N/A	N/A
Female	112	100	39.3	47.7	13.1	73.8	70.3	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	9	I/S	I/S	I/S	I/S	I/S	77.3	87.2	I/S	I/S
African American	243	99.2	37.1	49.6	13.4	76.3	65.1	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.7	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	58.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	45	97.8	60	37.5	2.5	50	37.9	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	66.7	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	221	99.1	38.4	51.2	10.3	74.9	62.9	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	179	98.9	28.3	57.8	13.9	71.7	52.6	67.5
<b>Gender</b>								
Male	94	97.9	25	56	19	75	51.1	67
Female	85	100	31.7	59.8	8.5	68.3	54	68
<b>Racial/Ethnic Group</b>								
White	5	I/S	I/S	I/S	I/S	I/S	64.7	79.5
African American	171	98.8	27.8	57.6	14.6	72.2	51.3	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	21.4	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	36	97.2	59.4	28.1	12.5	40.6	27.2	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	41.7	59.6
<b>Socio-Economic Status</b>								
Subsided meals	156	98.7	31.9	56.3	11.8	68.1	47.5	55.1

**Social Studies**

All Students	173	99.4	23.6	55.9	20.5	76.4	61.2	72.3
<b>Gender</b>								
Male	100	99	30.8	48.4	20.9	69.2	59	71.5
Female	73	100	14.3	65.7	20	85.7	63.6	73.2
<b>Racial/Ethnic Group</b>								
White	7	I/S	I/S	I/S	I/S	I/S	74.7	80.7
African American	163	99.4	23.2	57	19.9	76.8	60	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	30	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	28	100	46.2	38.5	15.4	53.8	39.3	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	67.9
<b>Socio-Economic Status</b>								
Subsided meals	149	99.3	24.6	58.7	16.7	75.4	56.8	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	249	98.8	27.7	37.4	34.9	72.3	61	70.2	96.7	95.8
Gender										
Male	137	98.5	28.9	42.2	28.9	71.1	54	63.2	96.3	95.5
Female	112	99.1	26.2	31.8	42.1	73.8	68.4	77.5	97.1	96.1
Racial/Ethnic Group										
White	9	I/S	I/S	I/S	I/S	I/S	64.8	79.1	93.2	94.4
African American	237	98.7	26.9	37.7	35.4	73.1	60.6	57.6	96.8	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	86.2	N/A	95.7
Hispanic	3	I/S	I/S	I/S	I/S	I/S	40	62.6	94.8	94
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	96.8
Disability Status										
Disabled	43	93	63.2	28.9	7.9	36.8	23.4	26.1	96.6	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	97.2	95.7
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	56.3	61.2	94.8	94.8
Socio-Economic Status										
Subsidized meals	208	98.6	28.1	38.3	33.7	71.9	57.5	58.9	96.6	95.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	85	100	20.8	46.8	32.5	79.2
	4	96	99	18.9	45.6	35.6	81.1
	5	74	98.7	18.8	59.4	21.7	81.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	85	100	37.7	46.8	15.6	62.3
	4	96	99	37.8	47.8	14.4	62.2
	5	74	98.7	34.8	55.1	10.1	65.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	44	100	33.3	56.4	10.3	66.7
	4	96	99	30	54.4	15.6	70
	5	39	97.4	18.9	67.6	13.5	81.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	41	100	18.4	52.6	28.9	81.6
	4	96	99	23.3	56.7	20	76.7
	5	36	100	30.3	57.6	12.1	69.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	84	98.8	26	33.8	40.3	74
	4	93	100	27.8	34.4	37.8	72.2
	5	72	97.2	29.4	45.6	25	70.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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